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APPENDICES

Appendix A.

A Computer Attitudes, Familiarity, and Anxiety Scale (CAFAR)

(English Version)

Survey of Computer Attitudes, Familiarity, and Anxiety of Students

The purpose of this questionnaire is to gather information concerning students' attitudes, familiarity, and anxiety toward computers. It should take about 15 minutes to complete this questionnaire. All responses are kept confidential. Please return the survey to the instructor when you finish.

Please fill in the blank which applies to you.

1. Name _____ Last name _____

2. I D. No. _____

3. Sex ☐ Male ☐ Female

4. Age _____

Computer Attitudes, Familiarity, and Anxiety Rating Scale

Read the questions below and answer them by placing ONLY ONE checkmark (✔) in the box for each question.

	More than four times a month	One to four times a month	Less than once a month	Never
1. How often do you use a computer at home?	☐	☐	☐	☐
2. How often do you use a computer at the university?	☐	☐	☐	☐
3. How often do you use a computer at an Internet café?	☐	☐	☐	☐
4. How often do you use a computer for education (e.g. write reports)?	☐	☐	☐	☐
5. How often do you use a computer for entertainment (e.g. games, songs)?	☐	☐	☐	☐
6. How often do you use the Internet?	☐	☐	☐	☐
7. How many tests have you taken on a computer?	☐ more than 4	☐ 3 or 4	☐ 1 or 2	☐ none
8. How would you rate your ability to use computer software?	☐ excellent	☐ good	☐ fair	☐ poor
9. How would you rate your ability to use computer parts (e.g. mouse, keyboard)?	☐ excellent	☐ good	☐ fair	☐ poor
10. How long have you been learning or working with a computer?	☐ more than 8 years	☐ 5-8 years	☐ 1-4 years	☐ Less than 1 year

Below are a series of statements. There are no correct answers to these statements. They are designed to permit you to indicate the extent to which you agree or disagree with the ideas expressed. Place ONLY ONE checkmark in the box under the label which is closest to your agreement or disagreement with the statement.

	Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
11. I think working with a computer is enjoyable and stimulating.	☐	☐	☐	☐
12. I feel tense whenever I am working on a computer.	☐	☐	☐	☐
13. The challenge of solving problems with a computer does not appeal to me.	☐	☐	☐	☐
14. Working with a computer does not make me feel nervous at all.	☐	☐	☐	☐
15. I think the computer is useful to my job.	☐	☐	☐	☐
16. I always experience anxiety thinking that I have to sit in front of a computer terminal.	☐	☐	☐	☐
17. I feel aggressive and hostile toward computers.	☐	☐	☐	☐
18. I feel relaxed when I am working on a computer.	☐	☐	☐	☐
19. I look forward to using a computer on my job.	☐	☐	☐	☐
20. I feel insecure about my computer knowledge and ability.	☐	☐	☐	☐
21. I expect to have little use for computer in my daily life.	☐	☐	☐	☐
22. I can make the computer do what I want it to.	☐	☐	☐	☐
23. Once I start to work with the computer, I would find it hard to stop.	☐	☐	☐	☐
24. I feel uneasy thinking that I have to work on a computer.	☐	☐	☐	☐
25. I do not like the computer at all.	☐	☐	☐	☐
26. It is easy for me to learn something new about a computer.	☐	☐	☐	☐
27. I feel computers are necessary tools in educational setting.	☐	☐	☐	☐
28. I worry about making mistakes on the computer.	☐	☐	☐	☐
29. Working with computers makes me feel isolated from other people.	☐	☐	☐	☐
30. I am confident that I can learn computer skills.	☐	☐	☐	☐

This is the last part of this questionnaire. In the provided space, please write your opinions, comments, or suggestions about the use of computer-based tests in language testing. Thank you for your corporation.

Appendix B.

A Computer Attitudes, Familiarity, and Anxiety Scale (CAFAR)

(Thai Version)

แบบสอบถามทัศนคติ ความคุ้นเคย และความเครียดที่มีต่อคอมพิวเตอร์สำหรับนักศึกษาปริญญาตรี

วัตถุประสงค์ของแบบสอบถามนี้เพื่อเก็บข้อมูลของนักศึกษาระดับปริญญาตรีเกี่ยวกับทัศนคติ ความคุ้นเคย และความเครียดที่มีต่อคอมพิวเตอร์ ใช้เวลาในการกรอกประมาณ 20 นาที ข้อมูลส่วนตัวทั้งหมดจะถูกเก็บไว้เป็นความลับ กรุณาส่งคืนแบบสอบถามเมื่อกรอกเรียบร้อยแล้ว

กรุณากรอกตามความเป็นจริง

1. ชื่อ _____ นามสกุล _____

2. หมายเลขนิสิต _____

3. เพศ ☐ ชาย ☐ หญิง

4. อายุ _____

กรุณาอ่านคำถามข้างล่างและตอบโดยการทำเครื่องหมาย (✓) ในช่องสี่เหลี่ยม<u>เพียงข้อละหนึ่งช่อง</u>

	มากกว่าสี่ครั้งต่อเดือน	หนึ่งถึงสี่ครั้งต่อเดือน	หลายเดือนใช้หนึ่งครั้ง	ไม่เคยใช้
1. คุณใช้คอมพิวเตอร์ที่บ้านบ่อยแค่ไหน?	☐	☐	☐	☐
2. คุณใช้คอมพิวเตอร์ที่มหาวิทยาลัยบ่อยแค่ไหน?	☐	☐	☐	☐
3. คุณใช้คอมพิวเตอร์ที่ร้านอินเตอร์เนตบ่อยแค่ไหน?	☐	☐	☐	☐
4. คุณใช้คอมพิวเตอร์เพื่อการศึกษา (เช่นพิมพ์รายงาน) บ่อยแค่ไหน?	☐	☐	☐	☐
5. คุณใช้คอมพิวเตอร์เพื่อความบันเทิง (เช่นเล่นเกม ฟังเพลง) บ่อยแค่ไหน?	☐	☐	☐	☐
6. คุณใช้อินเตอร์เนตบ่อยแค่ไหน?	☐	☐	☐	☐
7. คุณเคยสอบโดยใช้คอมพิวเตอร์กี่ครั้ง?	☐ มากกว่า 4 ครั้ง	☐ 3 ถึง 4 ครั้ง	☐ 1 ถึง 2 ครั้ง	☐ ไม่เคย
8. คุณประเมินความสามารถในการใช้คอมพิวเตอร์ซอฟแวร์ของตัวเองว่าอยู่ในระดับใด?	☐ ดีมาก	☐ ดี	☐ พอใช้	☐ ไม่ดี
9. คุณประเมินความสามารถของตัวเองในการใช้ส่วนประกอบต่างๆของคอมพิวเตอร์ (เช่น เมาส์, คีย์บอร์ด) ว่าอยู่ในระดับใด ?	☐ คล่องมาก	☐ คล่อง	☐ พอทำได้	☐ ไม่คล่องเลย
10. คุณเรียนหรือใช้คอมพิวเตอร์มานานเป็นระยะเวลาเท่าไร?	☐ มากกว่า 8ปี	☐ มากกว่า 5 ปี ถึง 8 ปี	☐ มากกว่า 1 ปี ถึง 4 ปี	☐ น้อยกว่า 1ปี

ข้อความต่อไปนี้ออกแบบมาเพื่อให้คุณแสดงระดับของความคิดเห็นว่าเห็นด้วยหรือไม่เห็นด้วยกับข้อความนั้น ๆ ไม่มีข้อใดถูกหรือผิด ให้คุณทำเครื่องหมาย (✓) ในช่องสี่เหลี่ยมเพียงข้อละหนึ่งช่องที่ใกล้เคียงที่สุดกับระดับความเห็นด้วยหรือไม่เห็นด้วยของคุณ

	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
11. คุณคิดว่าการทำงานกับคอมพิวเตอร์เป็นเรื่องน่าสนุกน่าลอง	☐	☐	☐	☐
12. คุณจะรู้สึกเครียดทุกครั้งที่ต้องใช้คอมพิวเตอร์	☐	☐	☐	☐
13. คุณไม่สนใจที่จะนำคอมพิวเตอร์มาใช้ในการแก้ปัญหาต่าง ๆ	☐	☐	☐	☐
14. คุณไม่รู้สึกกังวลเลยเมื่อต้องใช้คอมพิวเตอร์	☐	☐	☐	☐
15. คุณคิดว่าคอมพิวเตอร์เป็นสิ่งที่มีประโยชน์ต่อการทำงานของคุณ	☐	☐	☐	☐
16. คุณจะรู้สึกเครียดทุกครั้งเมื่อคิดว่าจะต้องมานั่งหน้าจอคอมพิวเตอร์	☐	☐	☐	☐
17. คุณรู้สึกต่อต้านและไม่ชอบคอมพิวเตอร์เลย	☐	☐	☐	☐
18. เมื่อทำงานกับคอมพิวเตอร์คุณจะรู้สึกผ่อนคลายและทำงานแบบสบาย ๆ	☐	☐	☐	☐
19. คุณชอบและอยากนำคอมพิวเตอร์มาใช้ในงานต่าง ๆ ที่ทำ	☐	☐	☐	☐
20. คุณรู้สึกไม่มั่นใจในความรู้ความสามารถด้านคอมพิวเตอร์ของตัวเองเลย	☐	☐	☐	☐
21. คุณคาดหวังว่าคงจะไม่ค่อยได้ใช้คอมพิวเตอร์ในชีวิตประจำวันเท่าไรนัก	☐	☐	☐	☐
22. คุณสามารถทำให้คอมพิวเตอร์ทำงานได้ตามที่ต้องการ	☐	☐	☐	☐
23. คุณรู้สึกว่าเมื่อได้ใช้คอมพิวเตอร์แล้วคุณไม่อยากหยุด	☐	☐	☐	☐
24. คุณรู้สึกว่าอึดอัดเมื่อคิดว่าจะต้องใช้คอมพิวเตอร์	☐	☐	☐	☐
25. คุณไม่ชอบคอมพิวเตอร์เลย	☐	☐	☐	☐
26. คุณสามารถเรียนอะไรใหม่ ๆ เกี่ยวกับคอมพิวเตอร์ได้โดยง่าย	☐	☐	☐	☐
27. คุณรู้สึกว่าคอมพิวเตอร์เป็นสิ่งที่จำเป็นในวงการการศึกษา	☐	☐	☐	☐
28. คุณกลัวจะทำอะไรผิดพลาดไปในขณะที่ใช้คอมพิวเตอร์	☐	☐	☐	☐
29. การทำงานกับคอมพิวเตอร์ทำให้คุณรู้สึกโดดเดี่ยวเหมือนถูกตัดขาดจากผู้คน	☐	☐	☐	☐
30. คุณรู้สึกมั่นใจว่าจะสามารถเรียนรู้ทักษะด้านคอมพิวเตอร์ได้	☐	☐	☐	☐

ส่วนนี้เป็นส่วนสุดท้ายของแบบสอบถามนี้ กรุณาเขียนแสดงความคิดเห็น ข้อเสนอแนะ หรือคำแนะนำ เกี่ยวกับการนำคอมพิวเตอร์มาใช้ในการทดสอบความสามารถทางภาษา ขอขอบพระคุณที่ให้ความร่วมมือในการกรอกแบบสอบถามเป็นอย่างดียิ่ง

Appendix C.

A Reading Comprehension Computer-Based Test (RC-CBT)

Reading Comprehension Test

Directions: Each passage below is followed by questions based on its content. After reading the passage, choose the best answer to each question. Answer the questions on the basis of what is stated or implied in the passage.

Questions 1-9 refer to the following passage:

In personal selling, a salesperson communicates one-to-one with potential customers to identify their needs and to line them up with the seller's products. The oldest form of selling, it provides the personal link between seller and buyer and adds to a firm's credibility because it allows buyers to interact with and ask questions of the seller.

However, because it involves personal interaction, personal selling requires a certain level of trust between buyer and seller –a relationship that must often be established over time. Moreover, because presentations are generally made to only one or two individuals at a time, personal selling is the most expensive form of promotion per contact. Expenses may include salespeople's compensation and their overhead, usually travel, food, and lodging. Indeed, the average cost of a single industrial sales call has been estimated at approximately $290.

Such high costs have prompted many companies to turn to telemarketing: using telephone solicitations to perform the personal selling process. Telemarketing can be used to handle any stage of the personal selling process or to set up appointments for outside salespeople. For example, it saves the cost of personal sales visits to industrial customers. Each industrial buyer requires an average of nearly four visits to complete a sale; some companies have thus realized savings in sales visits of $1,000 or more. Not surprisingly, such savings are stimulating the remarkable growth of telemarketing, which sold over $300 billion in goods and services in 1998. Experts expect nearly 5 million more people to be employed in telemarketing by the year 2005.

1. What is the main idea of this passage?
   - (A) the growth of telemarketing
   - (B) the cost of the selling promotion
   - (C) the promotion of personal selling
   - (D) the oldest form of selling promotion

2. According to the passage, telemarketing was all of the following EXCEPT _____.
   - (A) It saves expenses on sales visit.
   - (B) Most buyers prefer telemarketing.
   - (C) It can be used at any stages of selling.
   - (D) Experts expect more growth in the future.

3. "It" in line 3 refers to _____.
   - (A) telemarketing
   - (B) sellers' product
   - (C) personal selling
   - (D) customers' need

4. "Individuals" in line 9 refers to _____.
   (A) sellers
   (B) buyers
   (C) experts
   (D) dealers

5. Which of the following is closest in meaning to "lodging" in line 11?
   (A) clothing
   (B) refreshment
   (C) transportation
   (D) accommodation

6. Which of the following is closest in meaning to "prompted" in line 13?
   (A) urged
   (B) delayed
   (C) threatened
   (D) obstructed

7. According to the passage, what is the advantage of personal selling promotion?
   (A) It is the oldest form.
   (B) It provides personal link.
   (C) Salespeople trust their customers.
   (D) Salespeople will receive higher bonuses.

8. Which of the following can best be inferred from the passage about telemarketing after the year 2005?
   (A) It will continue to grow.
   (B) It will decrease in growth.
   (C) It will terminate other forms of selling.
   (D) It will be replaced by a new form of selling.

9. Which of the following best describes the tone of the passage?
   (A) doubtful
   (B) insulting
   (C) informative
   (D) congratulatory

Questions 10-17 refer to the following passage:

Kuala Lumpur: Malaysia will not change the ringgit's five-year-old peg to the dollar because it has provided stability and predictability for businesses, Prime Minister Abdullah Ahmad Badawi said Tuesday.

"If after fundamental changes happen around us, or the world over, then of course we have to reconsider. We are not dogmatic about this, we are not saying it will be there forever," he told reporters in Putrajaya, outside the capital Kuala Lumpur. "At the moment, it provides stability and also helps predictability.

Malaysia fixed its currency at 3.80 to the dollar in Sept. 1998 to stem a fight of capital during the Asian financial crisis. The move has given the central bank room to

cut interest rates to a record low and fuel recovery in an economy that may expand by 6 percent this year.

This is the second time in a week that Abdullah has tried to quell speculation the government may review the currency peg this year. Last week, Trade Minister Rafidah Aziz said the government was monitoring the dollar's decline against the yen and the euro and may review the peg in the event that Malaysia's competitiveness is affected.

The ringgit has tracked the dollar's 22 percent slide against the euro and 10 percent drop against the yen over the past year, making Malaysian goods cheaper in overseas markets. Exports in November rose at their fastest pace in nine months.

"You have to be very careful –the word peg itself says that it's going to be for a very long time," YTL Corp.'s managing director, Francis Yeoh, said at the same conference. "If you keep re-pegging it in a whimsical manner, you are actually introducing a lot of instability."

Malaysia's fixed exchange rate has outlived those introduced in the past decade by Russia, Argentina and Turkey.

10. What is the topic of this passage?
    (A) Trade Minister's policy
    (B) YTL Corp's profitability
    (C) Ringgit's pegging system
    (D) Prime Minister's prediction

11. Which of the following is the closest in meaning to "quell" in line 12?
    (A) stop
    (B) start
    (C) increase
    (D) decrease

12. The word "peg" in line 20 could best be replaced by _____.
    (A) fixation
    (B) flotation
    (C) opposition
    (D) termination

13. What can be inferred from what Francis Yeoh has said?
    (A) Pegging is safe.
    (B) Pegging is useful.
    (C) Pegging can be risky.
    (D) Pegging can be illegal.

14. Where are you most likely to find this type of passage?
    (A) daily newspaper
    (B) finance textbook
    (C) academic journal
    (D) monthly magazine

15. Which of the following is the closest in meaning to "whimsical" in line 22?
    (A) odd
    (B) stable
    (C) normal
    (D) predictable

16. Which of the following is NOT mentioned by Prime Minister Abdullah Ahmed Badawi?
    (A) The Ringgit employed pegging system.
    (B) It is time to remove the pegging system.
    (C) The Ringgit has been pegged for 5 years.
    (D) Pegging system yields stability to the Ringgit.

17. The purpose of this passage is to _____.
    (A) explain the pegging system
    (B) declare the using of pegging system
    (C) announce the termination of pegging system
    (D) report different perspectives on pegging system

Questions 18-26 refer to the following passage:

More than half of the world population and over 90% of Asians consume rice as their staple food, because rice contains carbohydrate about 70-80% of what has been the important source of body energy. In addition, there are also protein, fat, fiber, vitamin B1, vitamin B2, niacin and minerals like sodium, potassium, calcium, phosphorus, magnesium, iron, zinc, copper and etc. White rice that is usually polished in the mill to make it look white and clean can be kept for a long time and cooked easily. Brown rice is unpolished and still contains seed coat membrane or fiber that helps food digestion and decreases risk of carcinoma of colon. Furthermore, the rice embryo is rich in vitamins and minerals.

Rice is a kind of crops in the same family as grass. Glutinous rice or sticky rice is local Thai rice which is grown along both sides of Mae Khong River since the ancient time. This species of rice was first found in a cave in the north eastern Thailand over 3,500 years ago. Non-glutinous rice, on the other hand, was believed to be originated from South Asia. Afterwards, it has been cultivated in Thailand where there is a lot of fertile land. Nowadays, there are more than 3,500 strains of Thai rice. More than half of all agricultural areas in Thailand or about 60 million Rais (1 Rai = 1,600 sq.m) is still occupied by rice field producing 20 million tons of paddy annually which is worth more than 100,000 million Baht a year. The surplus from domestic rice consumption which is about 40% of the total production is exported to more than 100 countries along with other exported food. Hence, Thailand is an important source of food of the world.

Thai rice, especially "Khao Hom Mali," is famous for its softness and delicacy. The good smell and taste of this fragrant rice helps Thailand to become the most famous country in developing and producing good quality rice. The demand for high quality Thai rice is, thus, long-lasting and worldwide.

18. What is the topic of this passage?
    (A) Thai Rice
    (B) Rice History
    (C) Rice Varieties
    (D) Rice Consumption

19. According to the passage, which of the following is NOT mentioned about rice?
    (A) healthy
    (B) nutritious
    (C) inexpensive
    (D) easy to cook

20. "It" in line 6 refers to _____.
    (A) the mill
    (B) the rice
    (C) the food
    (D) the field

21. Which of the following is closest in meaning to "carcinoma" in line 8?
    (A) cancer
    (B) migraine
    (C) high blood pressure
    (D) stomach inflammation

22. The word "glutinous" in line 10 could best be replaced by _____.
    (A) thin and long
    (B) thick and gluey
    (C) small and white
    (D) brown and sweet

23. Which of the following can best be inferred from the passage?
    (A) Thai rice is healthy and in demand.
    (B) Wild rice is grown along both sides of Mae Ping River.
    (C) Sticky rice is believed to be originated from South Asia.
    (D) Thai rice contains minerals that might cause carcinoma of colon.

24. "It" in line 14 refers to _____.
    (A) wild rice
    (B) sticky rice
    (C) brown rice
    (D) non-sticky rice

25. According to the passage, what is the area occupied by rice field in Thailand?
    (A) 60 million Rais
    (B) 160 million Rais
    (C) 600 million Rais
    (D) 1600 million Rais

26. Which of the following best describes the tone of the passage?
    (A) doubtful
    (B) skeptical
    (C) indifferent
    (D) supportive

Questions 27-36 refer to the following passage:

Every year, nine million more girls than boys are shut out of an education worldwide. A total of 65 million girls never see the inside of a classroom.

There is no shortage of evidence that investing in girls' education is one of the best investments a country can make. Yet, despite all that we know, the world is in danger of failing to meet a simple goal for 2005: to make sure that as many girls as boys are in school.

It would be difficult to overstate the benefits of educating girls' confidence and earning power. They are better able to protect themselves from disease, including AIDS, which in some countries of sub-Saharan Africa is affecting adolescent girls six times more than adolescent boys.

Educated girls and women have safer pregnancies, are less likely to die in childbirth and more likely to have healthy children. They are more likely to ensure that their own sons and daughters finish school, giving them a chance to escape a life of poverty.

In essence, getting girls as well as boys into school is the linchpin of all other development efforts.

Unless all children get a basic education and unless we begin with girls, there is little reason to expect progress toward eradicating extreme poverty and hunger, reducing the number of children who die before their fifth birthday, and fighting diseases like AIDS or improving maternal health.

The sooner countries treat education as a basic human right and not something to be funded optionally after their other budgetary needs have been met, the sooner all children will benefit.

Governments could remove school fees and other charges, one of the major barriers for children from poor families, particularly for girls. They could invest in sanitation facilities, so that girls are not deterred from attending school by a lack of separate toilets. They could build smaller, multigrade schools closer to the homes of boys and girls who fear for their safety in getting to school or are simply unable to travel the distance. They could develop programs to change the attitudes of parents or community leaders who do not see the value of educating all children.

None of the world's wealthier countries developed without making a significant investment in education. So why haven't they seen fit to make the same investment in developing countries? Total aid to developing countries declined during the 1990's, and bilateral funding for education plummeted even further.

UNICEF's flagship report, "The State of the World's Children," calls for increased international funding, with 10 percent of official aid going to basic education. Programs that focus on ending school fees for all children and bringing down the barriers faced foremost by girls should be given priority.

The math is simple: Ensuring that all boys and girls get a basic education will cost money. Not educating them is costing much more.

27. What is the main idea of the passage?
    (A) Getting girls into school is crucial.
    (B) Basic education breaks the chain of poverty.
    (C) Basic education is obstructed by its high costs.
    (D) Public health can be promoted through basic education.

28. Which of the following is closest in meaning to "adolescent" in line 9?
    (A) poor
    (B) teenage
    (C) naughty
    (D) homeless

29. "Poverty" in line 14 means being extremely _____.
    (A) poor
    (B) wealthy
    (C) protected
    (D) dangerous

30. Which of the following is closest in meaning to "eradicating" in line 18?
    (A) electing
    (B) promoting
    (C) preserving
    (D) eliminating

31. According to the passage, how should countries treat education?
    (A) as an extra option
    (B) as a basic need for girls
    (C) as a requirement for parents
    (D) as a fundamental human right

32. At what point in the passage does the author mention the high number of uneducated children?
    (A) lines 1-2
    (B) lines 8-10
    (C) lines 12-14
    (D) lines 24-25

33. "They" in line 32 refers to _____.
    (A) all governments
    (B) UNICEF's staff
    (C) wealthier countries
    (D) developing countries

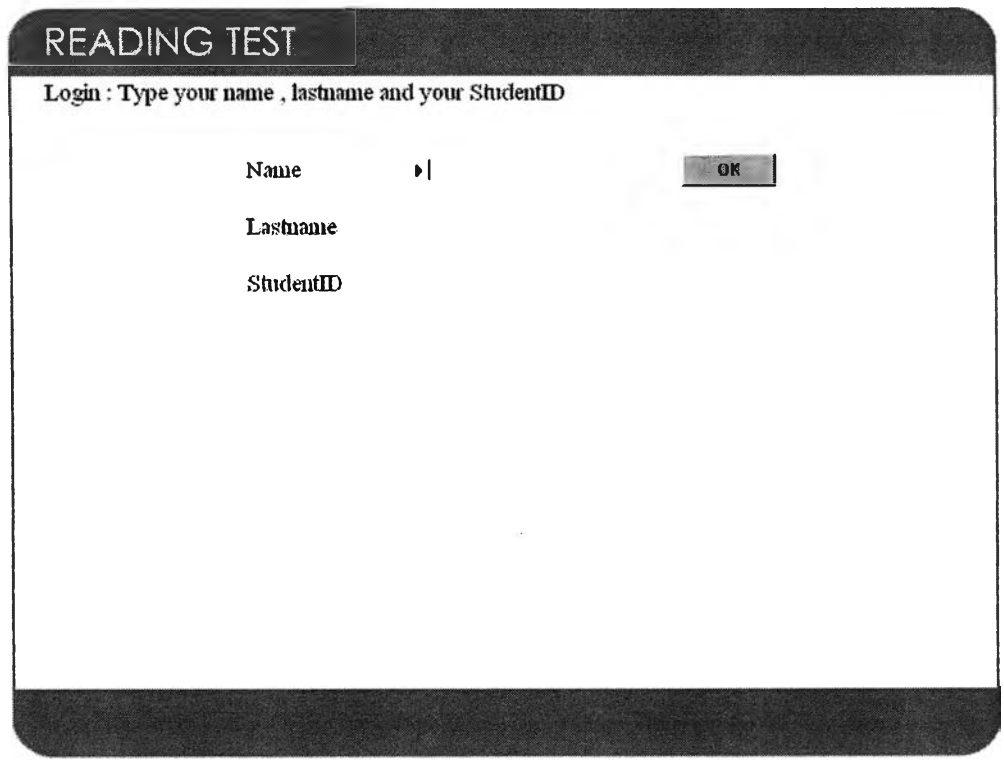
34. Which of the following is closest in meaning to "plummeted" in line 34?
    (A) fell
    (B) pulled
    (C) sustained
    (D) increased

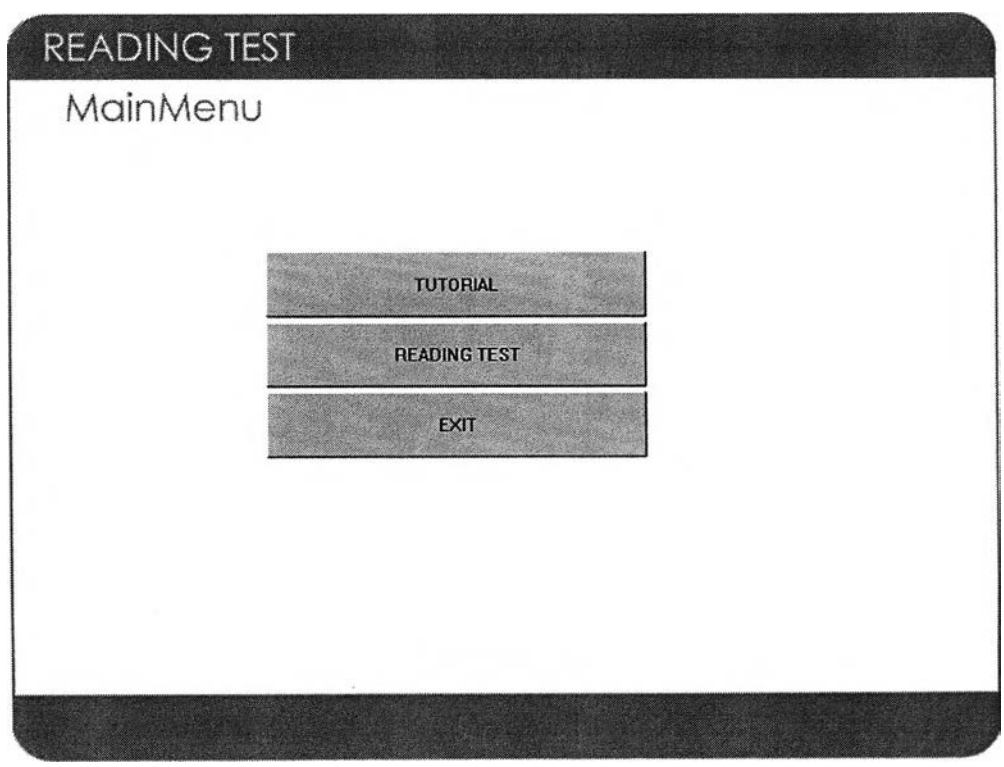
35. It can be inferred from the passage that _____.
    (A) small multigrade schools are plentiful
    (B) girls have sufficient maternal education
    (C) boys have sufficient maternal education
    (D) to put all children into schools is expensive

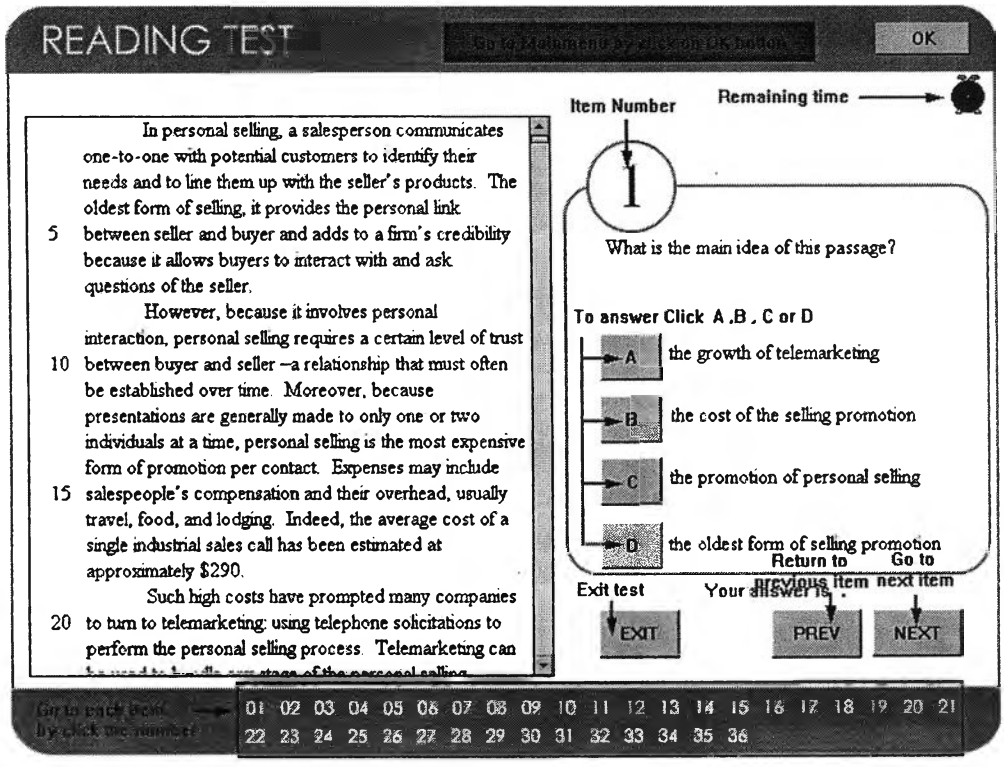
36. Which of the following best describes the tone of the passage?
    (A) doubtful
    (B) skeptical
    (C) indifferent
    (D) convincing

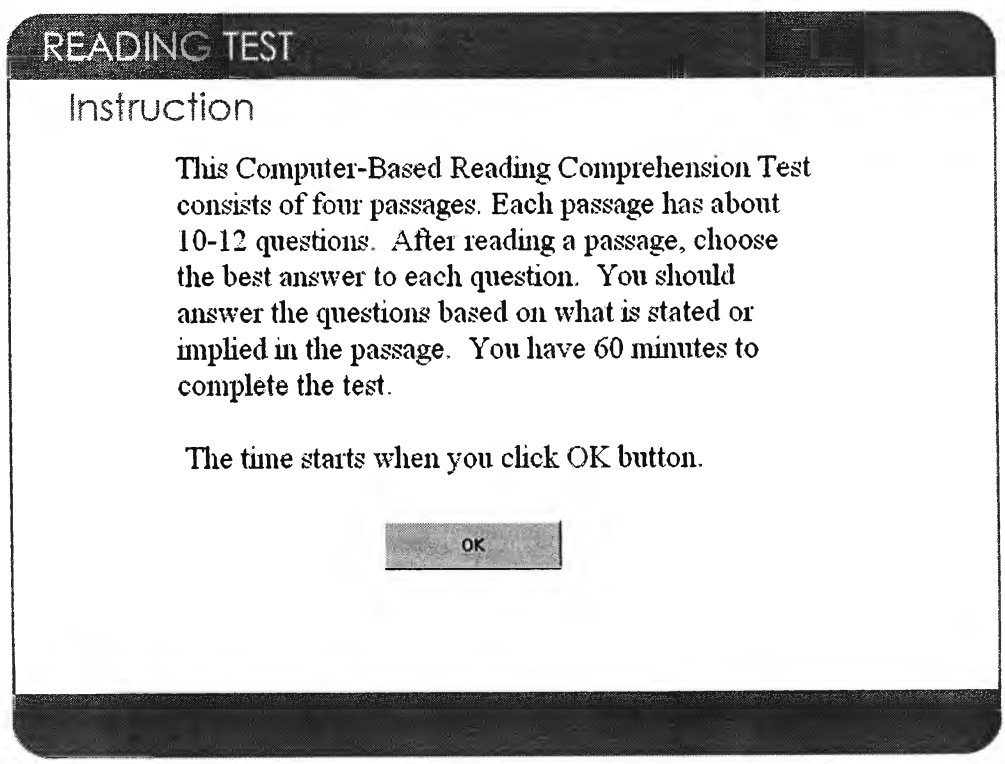
Appendix D.

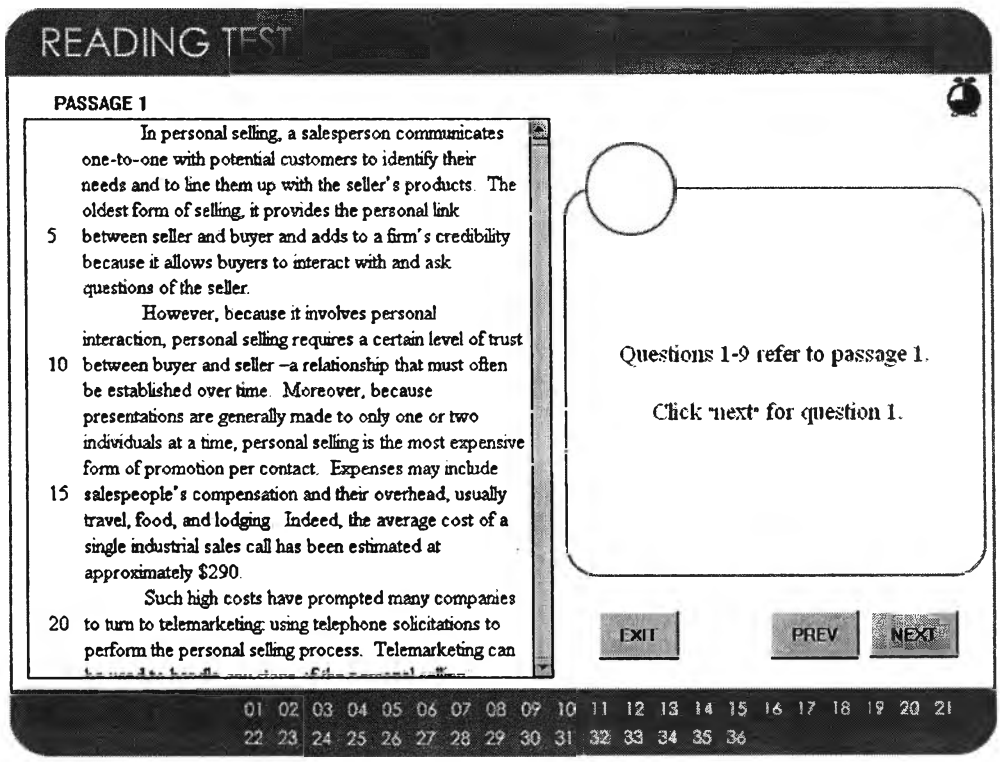
The RC-CBT Application

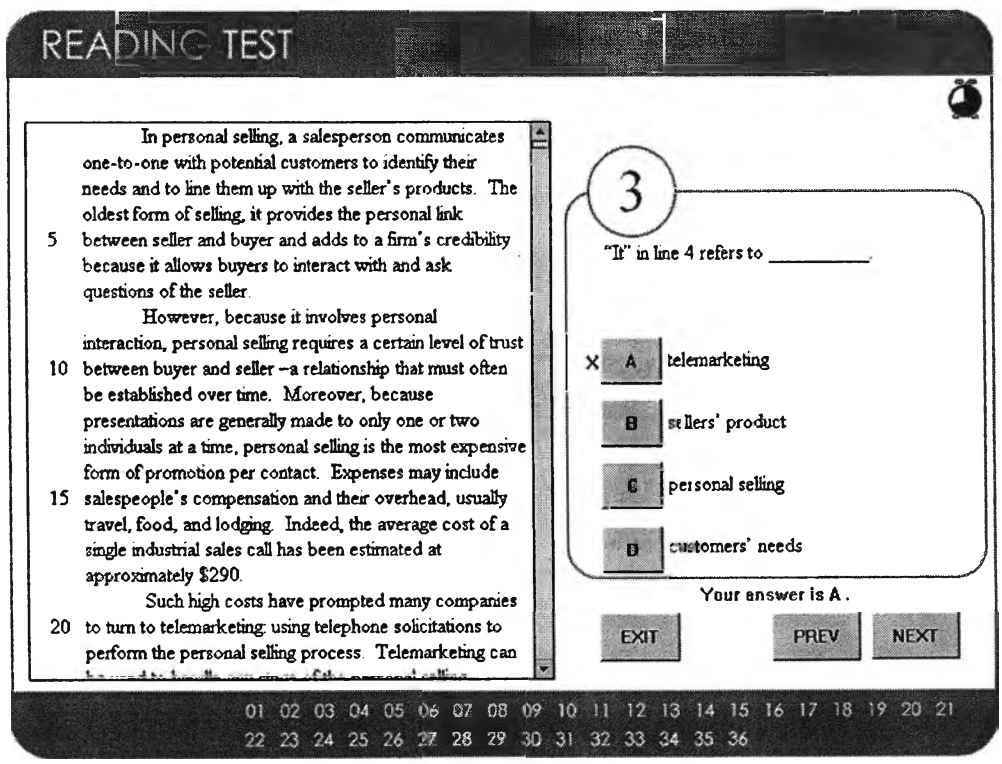


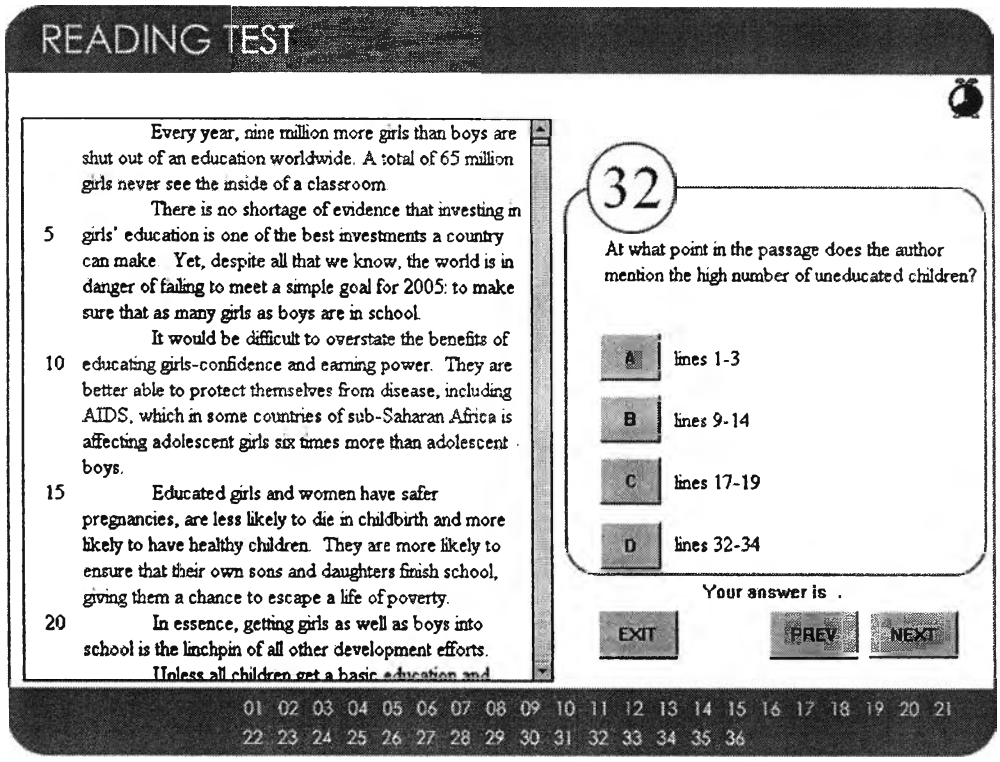


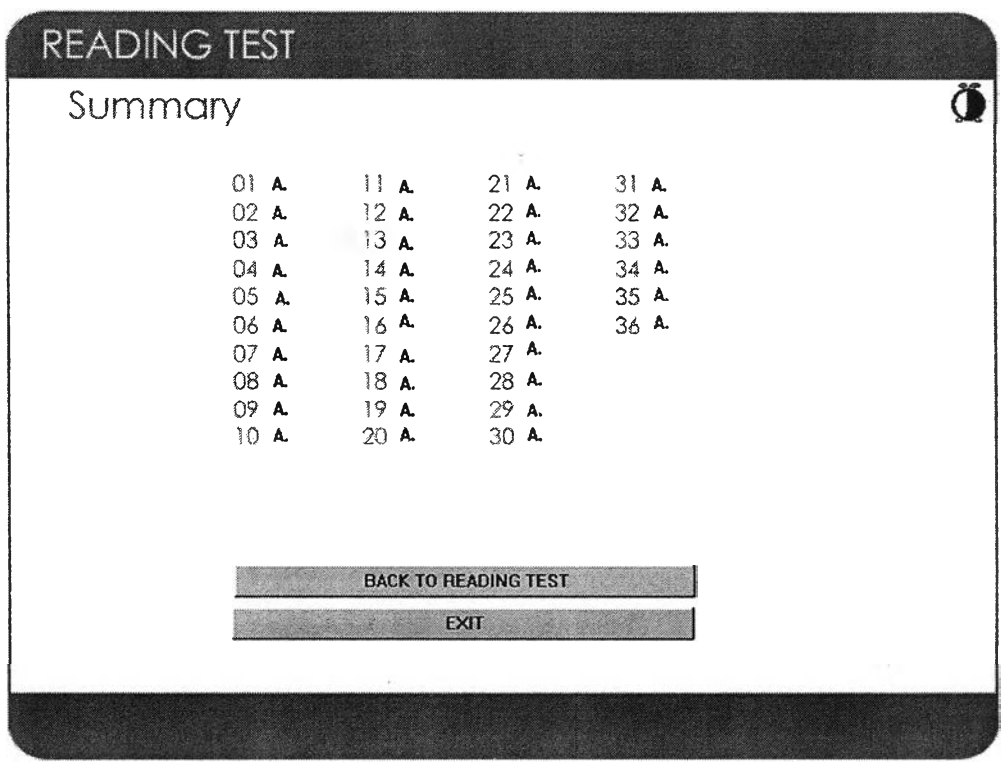

READING TEST
OK
Item Number
Remaining time
In personal selling, a salesperson communicates one-to-one with potential customers to identify their needs and to line them up with the seller's products. The oldest form of selling, it provides the personal link between seller and buyer and adds to a firm's credibility because it allows buyers to interact with and ask questions of the seller.
However, because it involves personal interaction, personal selling requires a certain level of trust between buyer and seller –a relationship that must often be established over time. Moreover, because presentations are generally made to only one or two individuals at a time, personal selling is the most expensive form of promotion per contact. Expenses may include salespeople's compensation and their overhead, usually travel, food, and lodging. Indeed, the average cost of a single industrial sales call has been estimated at approximately $290.
Such high costs have prompted many companies to turn to telemarketing: using telephone solicitations to perform the personal selling process. Telemarketing can
What is the main idea of this passage?
To answer Click A ,B , C or D
A the growth of telemarketing
B the cost of the selling promotion
C the promotion of personal selling
D the oldest form of selling promotion
Return to previous item
Go to next item
Exit test
Your answer is
EXIT
PREV
NEXT
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36


READING TEST
Instruction
This Computer-Based Reading Comprehension Test consists of four passages. Each passage has about 10-12 questions. After reading a passage, choose the best answer to each question. You should answer the questions based on what is stated or implied in the passage. You have 60 minutes to complete the test.
The time starts when you click OK button.
OK


READING TEST
PASSAGE 1
In personal selling, a salesperson communicates one-to-one with potential customers to identify their needs and to line them up with the seller's products. The oldest form of selling, it provides the personal link between seller and buyer and adds to a firm's credibility because it allows buyers to interact with and ask questions of the seller.
However, because it involves personal interaction, personal selling requires a certain level of trust between buyer and seller –a relationship that must often be established over time. Moreover, because presentations are generally made to only one or two individuals at a time, personal selling is the most expensive form of promotion per contact. Expenses may include salespeople's compensation and their overhead, usually travel, food, and lodging. Indeed, the average cost of a single industrial sales call has been estimated at approximately $290.
Such high costs have prompted many companies to turn to telemarketing: using telephone solicitations to perform the personal selling process. Telemarketing can
Questions 1-9 refer to passage 1.
Click "next" for question 1.
EXIT
PREV
NEXT
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36


READING TEST
In personal selling, a salesperson communicates one-to-one with potential customers to identify their needs and to line them up with the seller's products. The oldest form of selling, it provides the personal link between seller and buyer and adds to a firm's credibility because it allows buyers to interact with and ask questions of the seller.
However, because it involves personal interaction, personal selling requires a certain level of trust between buyer and seller –a relationship that must often be established over time. Moreover, because presentations are generally made to only one or two individuals at a time, personal selling is the most expensive form of promotion per contact. Expenses may include salespeople's compensation and their overhead, usually travel, food, and lodging. Indeed, the average cost of a single industrial sales call has been estimated at approximately $290.
Such high costs have prompted many companies to turn to telemarketing: using telephone solicitations to perform the personal selling process. Telemarketing can
3
"It" in line 4 refers to _____.
X A telemarketing
B sellers' product
C personal selling
D customers' needs
Your answer is A.
EXIT
PREV
NEXT
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36


READING TEST
Every year, nine million more girls than boys are shut out of an education worldwide. A total of 65 million girls never see the inside of a classroom.
There is no shortage of evidence that investing in girls' education is one of the best investments a country can make. Yet, despite all that we know, the world is in danger of failing to meet a simple goal for 2005: to make sure that as many girls as boys are in school.
It would be difficult to overstate the benefits of educating girls-confidence and earning power. They are better able to protect themselves from disease, including AIDS, which in some countries of sub-Saharan Africa is affecting adolescent girls six times more than adolescent boys.
Educated girls and women have safer pregnancies, are less likely to die in childbirth and more likely to have healthy children. They are more likely to ensure that their own sons and daughters finish school, giving them a chance to escape a life of poverty.
In essence, getting girls as well as boys into school is the linchpin of all other development efforts.
Unless all children get a basic education and
32
At what point in the passage does the author mention the high number of uneducated children?
A lines 1-3
B lines 9-14
C lines 17-19
D lines 32-34
Your answer is .
EXIT
PREV
NEXT
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36


READING TEST
Summary
01 A. 11 A. 21 A. 31 A.
02 A. 12 A. 22 A. 32 A.
03 A. 13 A. 23 A. 33 A.
04 A. 14 A. 24 A. 34 A.
05 A. 15 A. 25 A. 35 A.
06 A. 16 A. 26 A. 36 A.
07 A. 17 A. 27 A.
08 A. 18 A. 28 A.
09 A. 19 A. 29 A.
10 A. 20 A. 30 A.
BACK TO READING TEST
EXIT

Appendix E

Letter to Dhurakij Pundit University

ที่ ภคน. 4 / 2548

หลักสูตรสาขาวิชาภาษาอังกฤษ
เป็นภาษานานาชาติ บัณฑิตวิทยาลัย
ธุรกิจบัณฑิตย์วิทยาลัย

11 มกราคม 2548

เรื่อง ขอความอนุเคราะห์ในการเก็บข้อมูลวิจัย
เรียน ผู้ช่วยศาสตราจารย์ ทัฬหเกานต์ ควงรัตน์

เนื่องด้วยนายประทีป กีรติบดี นิสิตระดับปริญญาเอก สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (หลักสูตรนานาชาติ/สาขาวิชา) อยู่ในระหว่างการดำเนินงานวิจัยวิทยานิพนธ์ปริญญาเอกเรื่อง "The Relationships among Test-Takers' Variables and English Reading Comprehension Ability of Thai University Students Using a Computer-Based Test." โดยมี ศาสตราจารย์ ดร. กาญจนา ปราบพาล เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ ในการนี้นิสิตมีความจำเป็นต้องเก็บรวบรวมข้อมูลกับนักศึกษาปริญญาตรี ปีที่ 4 คณะนิเทศศาสตร์ ที่มีความสามารถทางด้านภาษาอังกฤษพื้นฐานที่ต่างกัน จำนวน 100 คน โดยใช้แบบทดสอบความสามารถในการอ่านภาษาอังกฤษโดยแบบสอบคอมพิวเตอร์ และแบบสอบถามทัศนคติ ความคุ้นเคย และความเครียดที่มีต่อคอมพิวเตอร์ ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดให้ นายประทีป กีรติบดี ได้ทำการเก็บข้อมูลวิจัยดังกล่าว เพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. สุนาลี ชิโนกุล)
ผู้อำนวยการหลักสูตรศิลปศาสตรดุษฎีบัณฑิต/มหาบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

Appendix F.

Item Analysis of the Pilot Study

Items in the Pilot Study	Items in the Main Study	Difficulty Indice/IF	Delta	Discrimination Indice/ID	Biserial Correlation Coefficients
1	1	0.516	12.80	0.375	0.472
2	2	0.387	14.19	0.625	0.745
3	3	0.581	12.15	0.750	0.617
4	4	0.484	13.20	0.375	0.422
5	5	0.355	14.53	0.625	0.782
6		0.032	20.43	-0.125	-0.328
7	6	0.516	12.80	0.625	0.491
8	7	0.452	13.53	0.750	0.646
9	8	0.548	12.47	0.750	0.717
10	9	0.710	10.75	0.500	0.565
11	10	0.645	11.47	0.875	0.498
12		0.323	14.88	-0.125	-0.200
13	11	0.710	10.75	0.375	0.432
14	12	0.323	14.88	0.500	0.599
15	13	0.484	13.20	0.750	0.694
16	14	0.226	16.05	0.500	0.811
17	15	0.387	14.19	0.375	0.428
18	16	0.290	15.25	0.375	0.613
19		0.839	9.01	-0.250	-0.257
20	17	0.710	10.75	0.375	0.410
21	18	0.613	11.81	0.250	0.395
22	19	0.677	11.12	0.375	0.361
23		0.774	9.95	0.125	0.116
24	20	0.419	13.85	0.875	0.779
25	21	0.226	16.05	0.625	0.774
26	22	0.710	10.75	0.250	0.388
27	23	0.581	12.15	0.625	0.509
28	24	0.323	14.88	0.375	0.525
29	25	0.806	9.50	0.625	0.585
30	26	0.323	14.88	0.750	0.861
31	27	0.290	15.25	0.500	0.723
32	28	0.419	13.85	0.500	0.523
33	29	0.226	16.05	0.750	0.971
34	30	0.290	15.25	0.625	0.888
35	31	0.226	16.05	0.625	0.885
36	32	0.355	14.53	0.750	0.671
37		0.484	13.20	-0.250	-0.161
38	33	0.323	14.88	0.625	0.504
39	34	0.581	12.15	0.750	0.667
40		0.161	16.99	0.125	0.123
41	35	0.258	15.64	0.500	0.867
42	36	0.323	14.88	0.750	0.872

ALPHA = 0.893 SEM-ALP = 2.717
RTT = 0.872 SEMTT = 2.973

Appendix G.

Data Analysis of the High Ability Group

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	ATTIHIGH	ANXIHIGH	FAMIHIGH
1	1	3.937	1.000	.00	.00	.00	.00
	2	5.076E-02	8.807	.00	.03	.17	.05
	3	1.037E-02	19.481	.00	.34	.01	.73
	4	1.720E-03	47.842	1.00	.64	.83	.21

a. Dependent Variable: CBTHIGH

Casewise Diagnostics[a]

Case Number	Std. Residual	CBTHIGH	Predicted Value	Residual
5	-3.295	17	24.89	-7.89

a. Dependent Variable: CBTHIGH

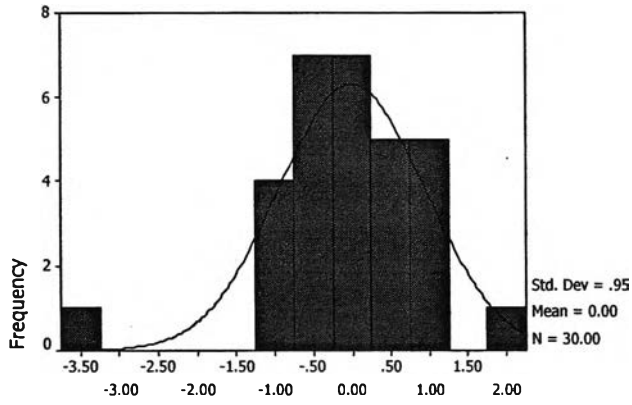
Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	16.40	24.89	22.17	1.885	30
Residual	-7.89	4.30	.00	2.268	30
Std. Predicted Value	-3.060	1.445	.000	1.000	30
Std. Residual	-3.295	1.797	.000	.947	30

a. Dependent Variable: CBTHIGH

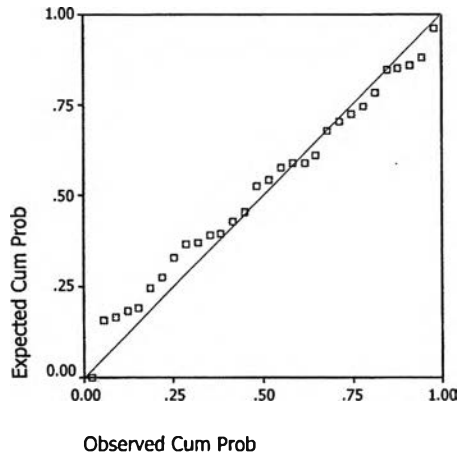
Histogram

Dependent Variable: CBTHIGH



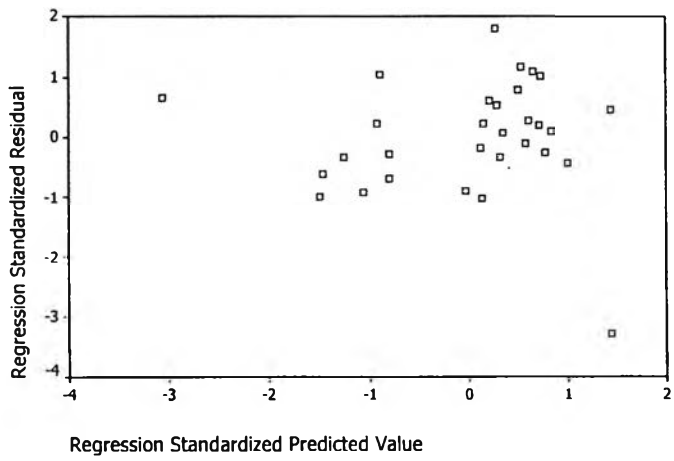
Normal P-P Plot of Regression Standardi

Dependent Variable: CBTHIGH



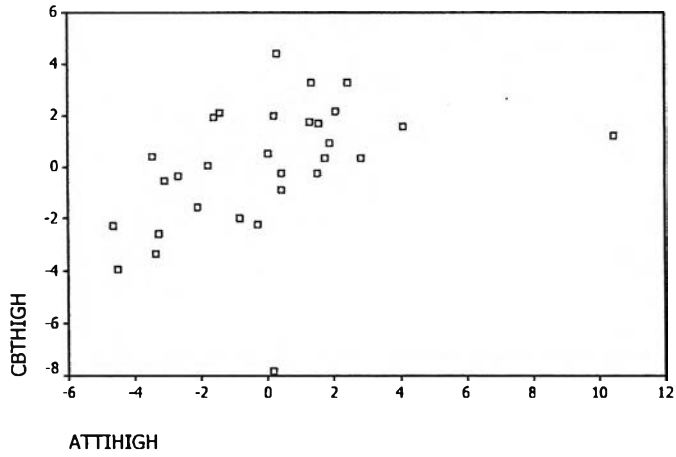
Scatterplot

Dependent Variable: CBTHIGH



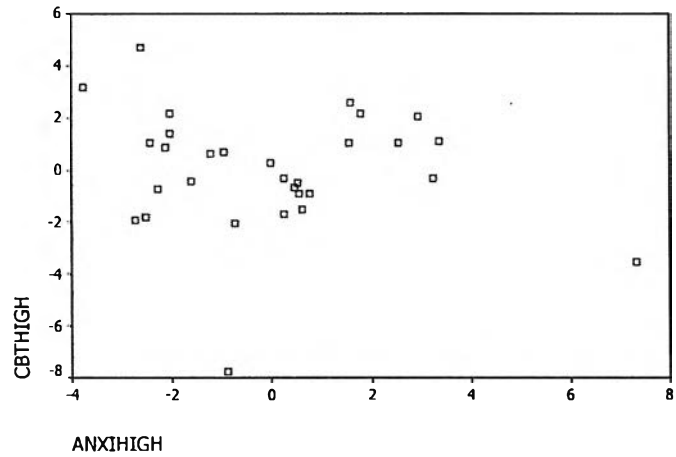
Partial Regression Plot

Dependent Variable: CBTHIGH



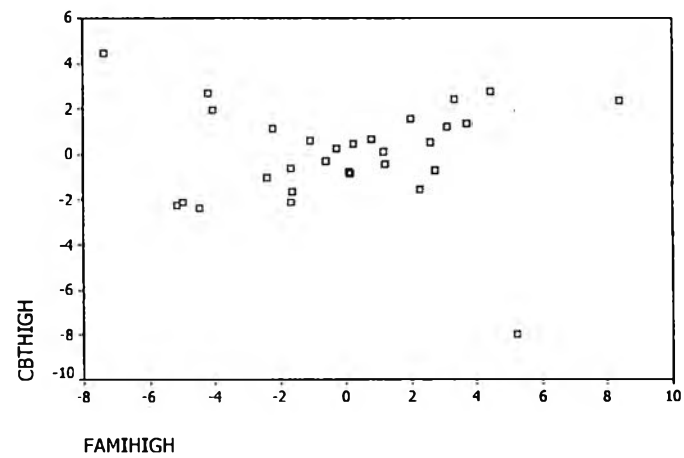
Partial Regression Plot

Dependent Variable: CBTHIGH



Partial Regression Plot

Dependent Variable: CBTHIGH



Appendix H.

Data Analysis of the Average Ability Group

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	ATTIMID	ANXIMID	FAMIMID
1	1	3.954	1.000	.00	.00	.00	.00
	2	3.276E-02	10.987	.00	.03	.34	.07
	3	1.161E-02	18.456	.00	.23	.01	.65
	4	1.570E-03	50.179	1.00	.74	.65	.28

a. Dependent Variable: CBTMID

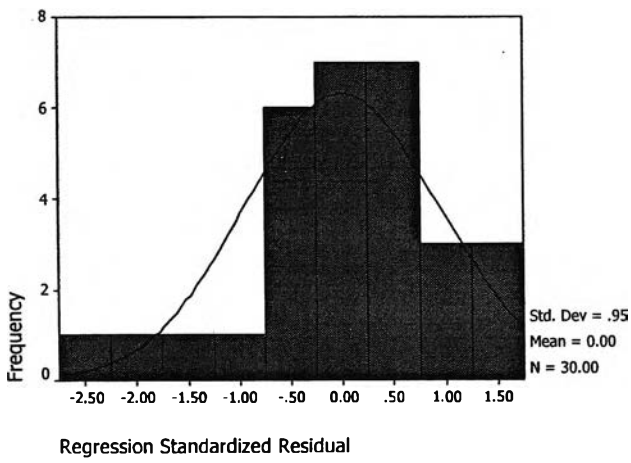
Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	13.10	22.14	18.00	1.920	30
Residual	-6.60	4.17	.00	2.429	30
Std. Predicted Value	-2.552	2.157	.000	1.000	30
Std. Residual	-2.572	1.625	.000	.947	30

a. Dependent Variable: CBTMID

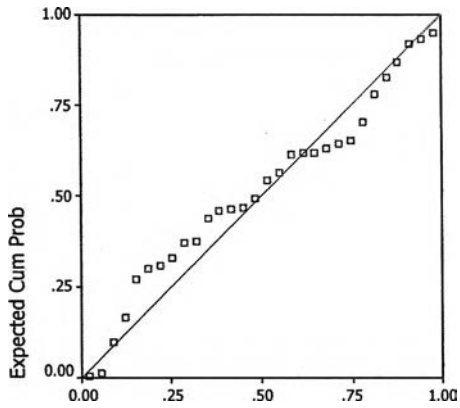
Histogram

Dependent Variable: CBTMID



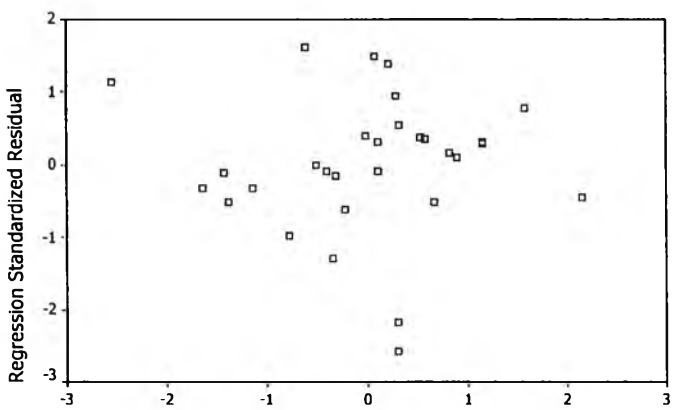
Normal P-P Plot of Regression Standardi

Dependent Variable: CBTMID



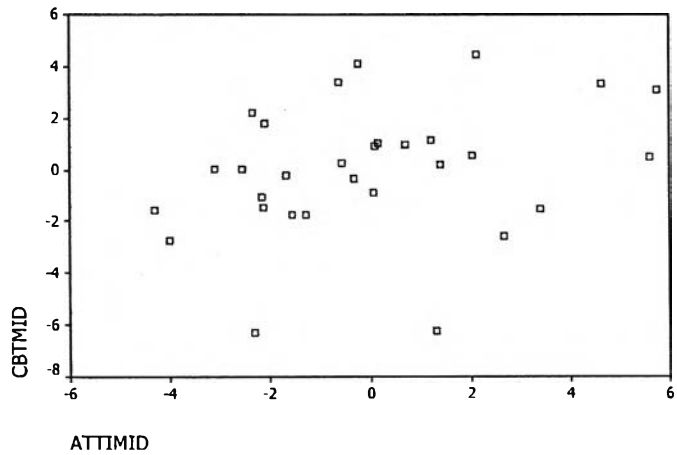
Scatterplot

Dependent Variable: CBTMID



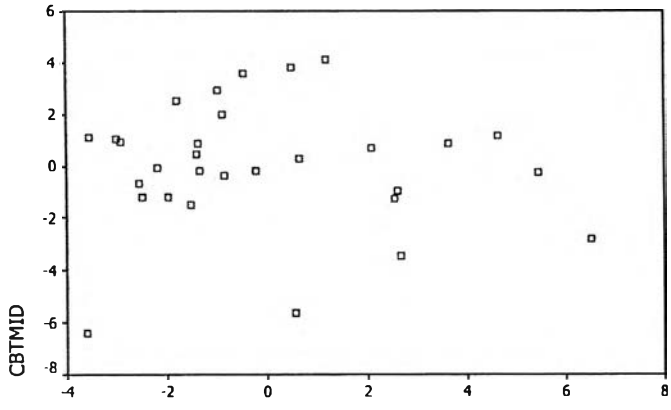
Partial Regression Plot

Dependent Variable: CBTMID



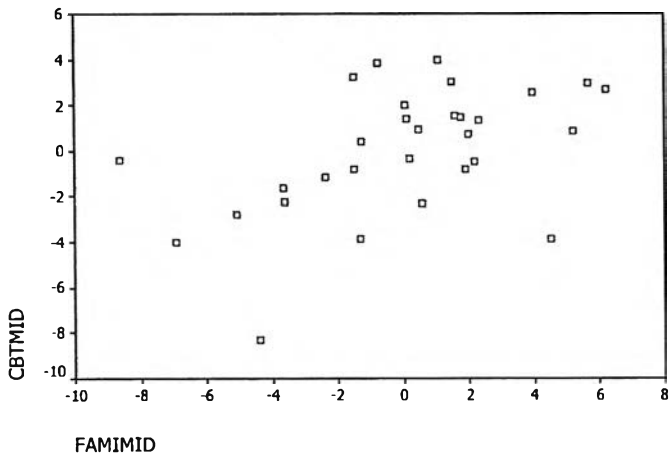
Partial Regression Plot

Dependent Variable: CBTMID



Partial Regression Plot

Dependent Variable: CBTMID



Appendix I.

Data Analysis of the Low Ability Group

Collinearity Diagnostics[a]

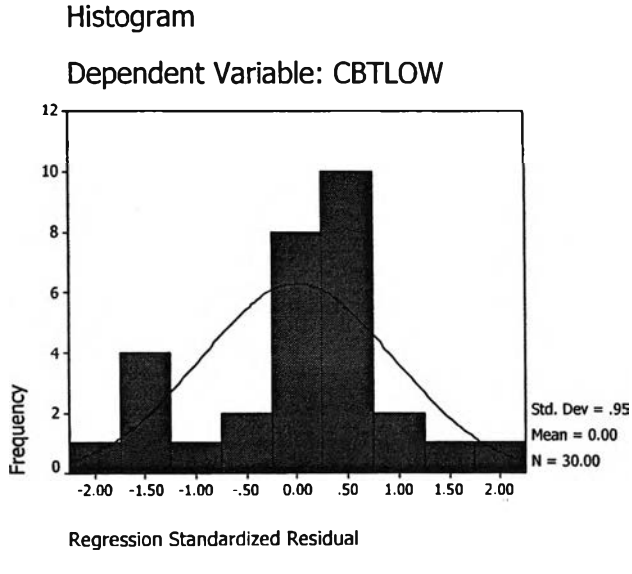
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	ATTILOW	ANXILOW	FAMILOW
1	1	3.921	1.000	.00	.00	.00	.00
	2	6.623E-02	7.694	.00	.03	.22	.03
	3	1.077E-02	19.076	.00	.39	.00	.73
	4	2.391E-03	40.495	1.00	.58	.78	.24

a. Dependent Variable: CBTLOW

Residuals Statistics[a]

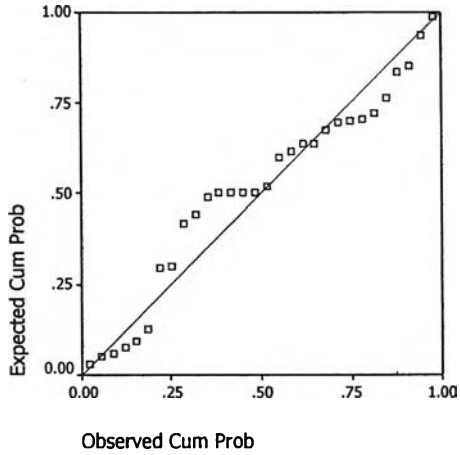
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.38	16.34	13.07	1.721	30
Residual	-4.85	5.61	.00	2.421	30
Std. Predicted Value	-2.142	1.902	.000	1.000	30
Std. Residual	-1.896	2.196	.000	.947	30

a. Dependent Variable: CBTLOW



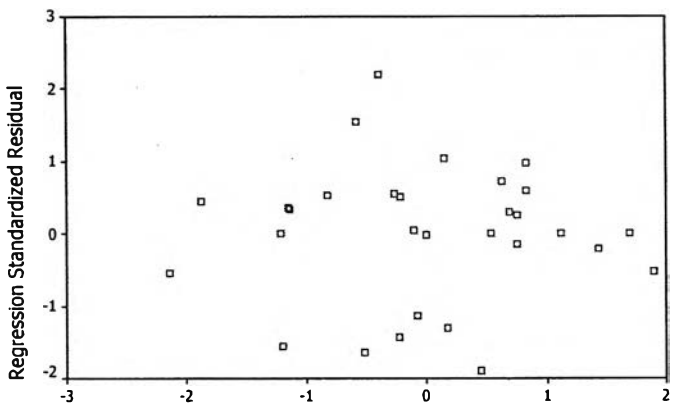
Normal P-P Plot of Regression Standardi

Dependent Variable: CBTLOW



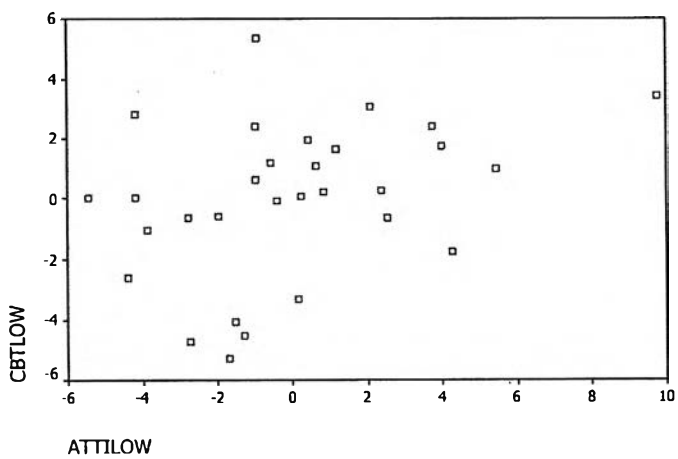
Scatterplot

Dependent Variable: CBTLOW



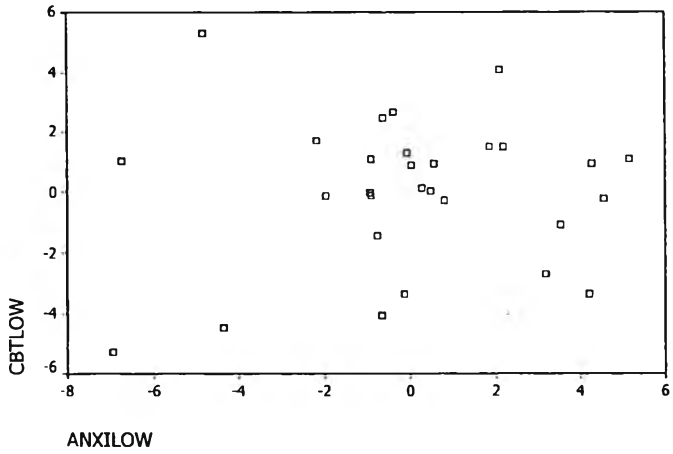
Partial Regression Plot

Dependent Variable: CBTLOW



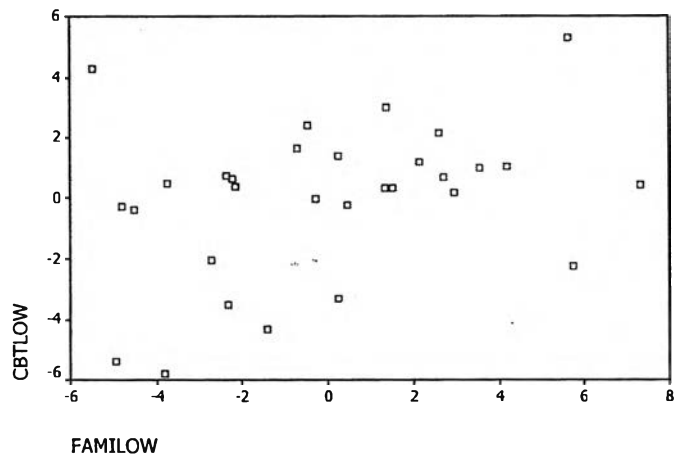
Partial Regression Plot

Dependent Variable: CBTLOW



Partial Regression Plot

Dependent Variable: CBTLOW



Appendix J.

Data Analysis of the Combined Ability Group

Collinearity Diagnostics

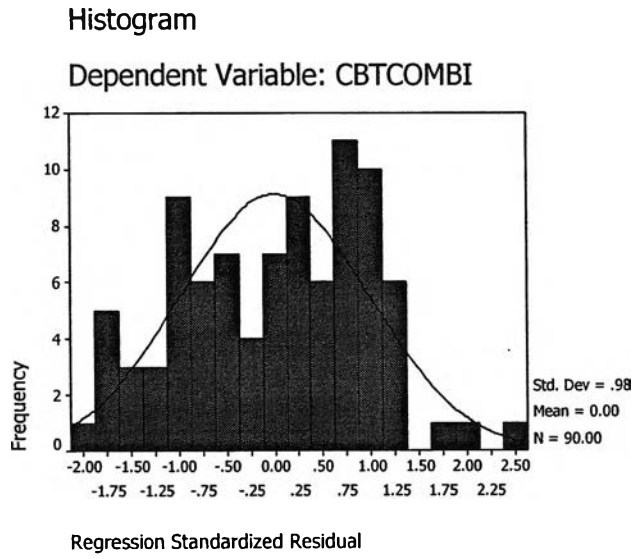
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	ATTICOMB	ANXICOMB	FAMICOMB
1	1	3.937	1.000	.00	.00	.00	.00
	2	4.955E-02	8.914	.00	.03	.24	.05
	3	1.133E-02	18.643	.00	.32	.00	.74
	4	2.054E-03	43.784	1.00	.65	.76	.22

a. Dependent Variable: CBTCOMBI

Residuals Statistics[a]

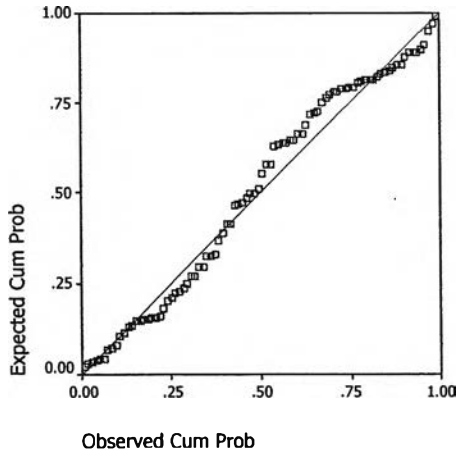
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	12.41	21.95	17.74	2.081	90
Residual	-8.97	10.54	.00	4.300	90
Std. Predicted Value	-2.562	2.020	.000	1.000	90
Std. Residual	-2.051	2.409	.000	.983	90

a. Dependent Variable: CBTCOMBI



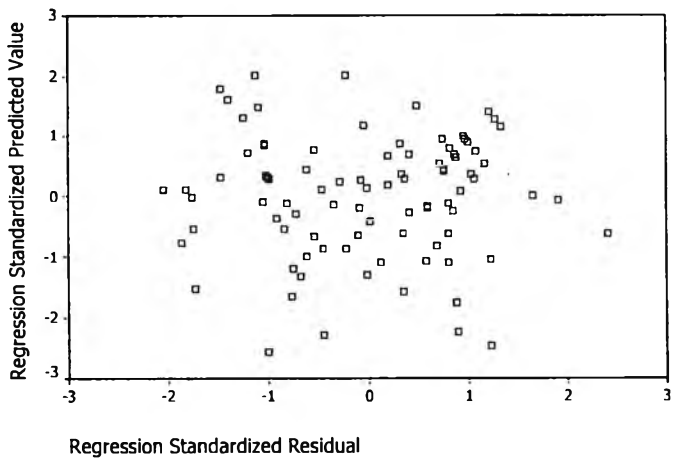
Normal P-P Plot of Regression Standardi

Dependent Variable: CBTCOMBI



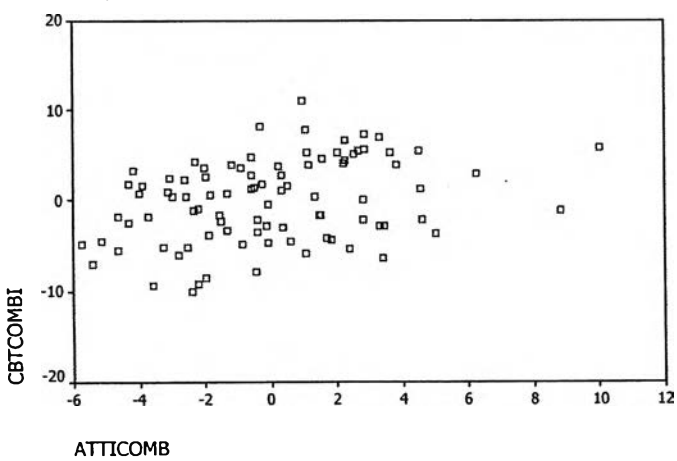
Scatterplot

Dependent Variable: CBTCOMBI



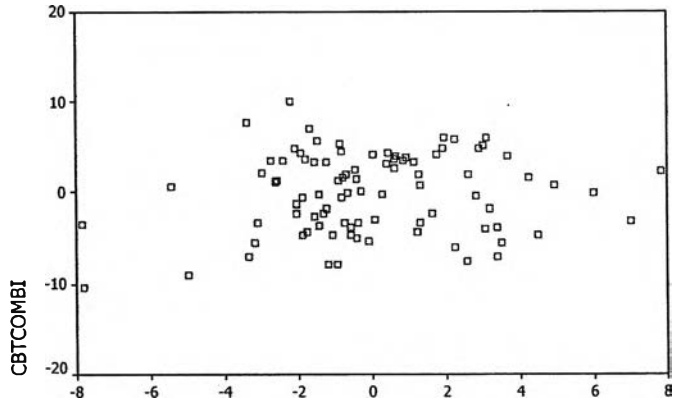
Partial Regression Plot

Dependent Variable: CBTCOMBI



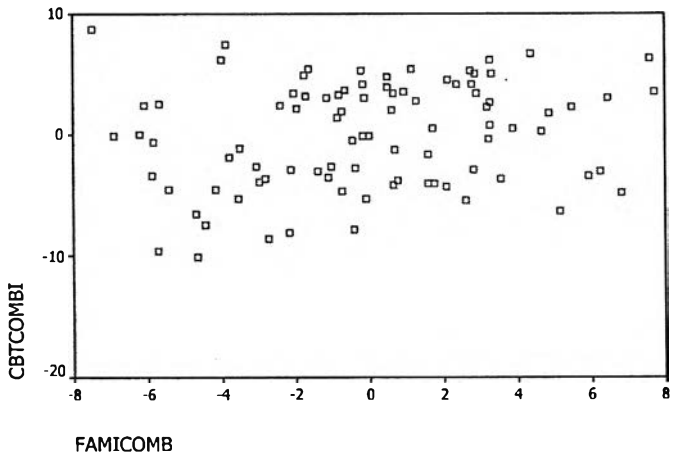
Partial Regression Plot

Dependent Variable: CBTCOMBI



Partial Regression Plot

Dependent Variable: CBTCOMBI



Appendix K.

T-Test Analysis

CBT Scores

High and Average Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CBT	Equal variances assumed	.234	.630	5.338	58	.000	4.17	.781	2.604	5.729
	Equal variances not assumed			5.338	57.863	.000	4.17	.781	2.604	5.729

High and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CBT	Equal variances assumed	.001	.969	11.908	58	.000	9.10	.764	7.570	10.630
	Equal variances not assumed			11.908	57.997	.000	9.10	.764	7.570	10.630

Average and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CBT	Equal variances assumed	.262	.611	6.298	58	.000	4.93	.783	3.365	6.501
	Equal variances not assumed			6.298	57.900	.000	4.93	.783	3.365	6.501

Attitude Scores

High and Average Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ATTI	Equal variances assumed	2.752	.103	.883	58	.381	.87	.981	-1.098	2.831
	Equal variances not assumed			.883	53.500	.381	.87	.981	-1.101	2.834

High and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ATTI	Equal variances assumed	.307	.582	.866	58	.390	1.00	1.155	-1.312	3.312
	Equal variances not assumed			.866	57.726	.390	1.00	1.155	-1.312	3.312

Average and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ATTI	Equal variances assumed	5.172	.027	.130	58	.897	.13	1.027	-1.922	2.189
	Equal variances not assumed			.130	51.609	.897	.13	1.027	-1.928	2.195

Anxiety Scores

High and Average Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ANXI	Equal variances assumed	.006	.940	-.433	58	.667	-.40	.924	-2.251	1.451
	Equal variances not assumed			-.433	57.751	.667	-.40	.924	-2.251	1.451

High and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ANXI	Equal variances assumed	2.030	.160	.440	58	.662	.47	1.062	-1.658	2.592
	Equal variances not assumed			.440	55.940	.662	.47	1.062	-1.660	2.593

Average and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
ANXI	Equal variances assumed	2.530	.117	.837	58	.406	.87	1.035	-1.205 / 2.938
	Equal variances not assumed			.837	54.477	.406	.87	1.035	-1.208 / 2.941

Familiarity Scores

High and Average Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
FAMI	Equal variances assumed	.186	.668	-.985	58	.329	-1.03	1.049	-3.134 / 1.067
	Equal variances not assumed			-.985	57.101	.329	-1.03	1.049	-3.135 / 1.068

High and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
FAMI	Equal variances assumed	.024	.877	.185	58	.854	.20	1.083	-1.968 / 2.368
	Equal variances not assumed			.185	57.813	.854	.20	1.083	-1.968 / 2.368

Average and Low Ability Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
FAMI	Equal variances assumed	.451	.505	1.212	58	.230	1.23	1.017	-.803 / 3.269
	Equal variances not assumed			1.212	57.724	.230	1.23	1.017	-.803 / 3.270

BIOGRAPHY

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